Faculty:
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Office Hours: By appointment
Office Location: Thompson 1801

Office Phone: (703) 993-2384

Email address: mhelmsin@gmu.edu

Prerequisites: EDCI 567 and EDUC 522. Corequisite: EDRD 619

Course Description: Emphasizes interdisciplinary curriculum and instruction, implementing national state standards, authentic assessment, and adaptations for diverse populations.

Course Overview: This course provides pre-service teachers with a comprehensive overview of effective approaches to planning, implementing, managing, and assessing successful social studies learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the secondary social studies classroom. This is the second semester of a yearlong methods course. This semester we will examine the following areas of social studies education through the lens of historical content: standards & accountability, curriculum/unit/lesson planning, engaging approaches for teaching social studies, assessment in the social studies, and multiculturalism.

Two main strands drive the course’s curriculum. First is an exploration of what history/social studies is and why it is important to teach. This forms the basis and rationale for everything you do in the classroom. The second strand examines how students learn and come to understand history/social studies so that you can develop effective lesson plans in your classrooms.
Our essential questions and learning goals will frame and guide this class. You will have a chance to uncover, examine and revise your rationale for teaching this subject matter while reading and discussing varying perspectives on the nature of history/social studies and its value.

**Course Delivery:** Lecture

**Learner Objectives and Professional Standards**

This course is designed to enable students to do the following:

- That effective social studies teaching requires knowing your subject matter and understanding how to connect your content to students; knowing different teaching and assessment approaches; knowing the school culture and understanding how to make space for yourself in that culture; knowing students, engaging students in critical and higher-order thinking, teaching students “life-long learner” skills, and presenting students with multiple perspectives. (ethical leadership, collaboration, content – NCSS – I, II, III, VI, VII, VIII, IX, X)

- That learning to teach is a complex process involving continuous reflection.

Students will know:

- Content related to standards & accountability, engaging teaching approaches, assessment in the social studies, epistemology of and approaches to teaching history, and the theories behind multiculturalism. (innovation, NCSS I, II, IX)

Students will be able to:

- Engage in critical, reflective discussions of research and practitioner readings. (research based practice)
- Develop lesson and unit plans, develop assessment tools, reflect on teaching practice and focus on practical investigation and modeling of student-centered and activity-based methods designed to meet the individual needs of a diverse student population. (ethical leadership, research based practice, innovation, collaboration, NCSS I, IV)

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**Required Texts**

*No required textbook. Articles and text excerpts will be freely posted on Blackboard* (below is a representative sample from past semesters and NOT necessarily what the course will decide to read this semester)


College, career, & civic life: C3 framework for social studies state standards (2013). The national council for social studies, Bethesda: MD. 


Schoenbach, T., et al. (1999). *Reading for understanding: A guide to improving reading in the*


Wade, R. Quality Community Service Learning Projects: Getting Started


**Course Performance Evaluation:**

Students are expected to submit all assignments on time in the manner outlined by the instructor.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>*Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispositions Assessment</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>In-Class Mini-Lesson Microteaching</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Partner Museum/Memorial/ Historic Site Lesson Plan and Presentation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Individualized Instruction &amp; Assessment Plan</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Critical Incident Analysis Assessment</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Unit Plan</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standards</th>
<th>Grading</th>
<th>Grade Points</th>
<th>Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Meets Standard</td>
<td>93 – 100</td>
<td>4.00</td>
<td>Satisfactory / Passing</td>
</tr>
<tr>
<td>A-</td>
<td>Meets Standard</td>
<td>90 – 92.9</td>
<td>3.67</td>
<td>Satisfactory / Passing</td>
</tr>
<tr>
<td>B+</td>
<td>Approaches Standard</td>
<td>88 – 89.9</td>
<td>3.33</td>
<td>Satisfactory / Passing</td>
</tr>
<tr>
<td>B</td>
<td>Approaches Standard</td>
<td>83 – 87.9</td>
<td>3.00</td>
<td>Satisfactory / Passing</td>
</tr>
<tr>
<td>B-</td>
<td>Approaches Standard</td>
<td>80 – 82.9</td>
<td>2.67</td>
<td><em>B- is not a passing course grade.</em></td>
</tr>
</tbody>
</table>

*Assignments will be penalized one full letter grade for each day they are late and will not be accepted more than three days after the due date without prior instructor permission.*

All written work is evaluated for clarity of expression, content, and mechanics of correct English. Assignments must be typed, double spaced, Times New Roman, printed in 12-point font, with 1-inch margins on standard (8 ½ X 11) white paper, and submitted as Word documents.

**Professional Dispositions**

See [https://cehd.gmu.edu/students/polices-procedures/](https://cehd.gmu.edu/students/polices-procedures/)

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must
meet SGE grading standards and course requirements as well as demonstrate professional performance in the areas required of professional educators: communication, collaboration, and professionalism. Therefore, the Graduate School of Education expects its students to develop and exhibit the following:

**Commitment to the Profession**
- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

**Commitment to Honoring Professional Ethical Standards**
- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

**Commitment to Key Elements of Professional Practice**
- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation
- Reciprocal, active learning
- Continuous, integrated assessment
- Critical thinking
- Thoughtful, responsive listening
- Active, supportive interactions
- Technology-supported learning
- Research-based practices
- Respect for diverse talents, abilities and perspectives
- Authentic and relevant learning

**Commitment to Being a Member of a Learning Community**
- Professional dialogue
- Self-improvement
- Collective improvement
- Reflective practice
- Responsibility
- Flexibility
- Collaboration
- Continuous, lifelong learning

**Commitment to Democratic Values and Social Justice**
- Understanding systemic issues that prevent full participation
- Awareness of practices that sustain unequal treatment or unequal voice
- Respects the opinion and dignity of others
- Appreciates and integrates multiple perspectives

Please note that:
- “Plagiarism encompasses the following:
1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”
   (from Mason Honor Code online at https://catalog.gmu.edu/policies/honor-code-system/)

- Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
- When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
- Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
- Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
## Class Schedule

Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students. All readings are posted to BlackBoard. Other smaller tasks may be assigned in addition to what is noted.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS/ ASSESSMENTS</th>
<th>FIELD EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 0: January 20</td>
<td><strong>NO CLASS ON CAMPUS</strong></td>
<td>Introduction: Blackboard (Bb) introductions: Review Syllabus and Bb: Come to class next week with questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Day 1: January 27 | **Course Introduction** | Rethinking Our Classrooms, *Introduction: Creating Classrooms for Equity and Social Justice*  
Agarwal-Rangnath, *Preparing to Teach Social Studies for Social Justice*  
Tammebaum & Hughes, 2017 *Intersection Between Sports & American Pluralism*  
Calder, *Uncoverage*  
C3 Framework (pages 5 - 21)  
Cult of pedagogy [https://www.cultofpedagogy.com](https://www.cultofpedagogy.com) | Read at least one Museum/Historical Site Lesson Plan exemplar on Blackboard and be prepared to discuss in class.  
What museum/historical site are you interested in taking students to on a field trip? | 1) Review Field Experience material and orientation video on Bb  
2) Complete the EPO survey |
| Day 2: February 3 | Perspectives Matter & Introduction to Differentiation | Delpit, Education in a Multicultural Society: Our Future’s Greatest Challenge  
Ladson-Billings, 1995 But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy  
Parker (Ed.), Social Studies Today, p 67-104  
Tomlinson, 2008 | Visit these websites and be prepared to discuss:  
http://teachinghistory.org/history-content/historical-places  
http://teachinghistory.org/teaching-materials/teaching-guides/23480  
http://teachinghistory.org/best-practices/using-primary-sources/24079 |
|------------------|-----------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------|
NCSS Position Statement, 2018 Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations  
Southern Poverty Law Center, Teaching Hard History American Slavery | Visit Museum/Historical Site And work on lesson plan with partner. |
Brophy, Teaching (p. 8 - 18)  
Wiggins, Backward Design  
Wiggins, Designing the Lesson Plan for your Unit  
Journell, et al., 2018, Getting Inquiry Design Right | Select a course and unit to complete your unit plan & review specific SOLs  
Explore different grade levels. Look through the materials available for history and social studies at the VA Dept. of Ed Website (VSOLs): [http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml)  
Look through the NCSS Standards [http://www.socialstudies.org/standards/execsummary](http://www.socialstudies.org/standards/execsummary)  
Look through your mentor teacher’s resources (with the mentor’s permission, of course) | **Field Experience:**  
Discuss with your mentor teacher:  
- You assignments for this course that are related to field experience.  
- When it’s good time to complete field experience?  
- What unit(s) s/he is teaching during your observation?  
- A good lesson for you to create and teach?  
- What resources s/he uses to teach the unit/lesson?  
- Who are the students the class?  
- Who would be s/he recommend for the Individualized Learning Plan Assessment?  
The ideal would be that your lesson plan is part of your unit plan |

Wineburg, Smith & Partner Museum/Memorial/ Historic Site Lesson Plan DUE - uploaded to Blackboard/Assignments AND Class presentation recorded and uploaded to | **Mandatory Clinical Meeting**  
4:30-5:00, Merten 1202 |
<p>| Day 6: March 2 | <strong>Summative Assessments</strong>&lt;br&gt;<strong>Project Based Learning</strong> | Breakstone, New Directions in Assessments&lt;br&gt;Marzano &amp; Brown (2009). Designing and using formative assessments. | Goreact |
| Day 7: March 9 | <strong>No Class</strong>&lt;br&gt;SPRING BREAK | Turk &amp; Berman, 2018_PBL Approach to American Civil Rights Movement | Good week to complete field work |
| Day 8: March 16 | <strong>Student Choice</strong> | Servillo, 2009_You get to choose! Motivating students to read through differentiated instruction&lt;br&gt;O'Neill, 2017, It s not fair Students and staff views on the equity of the procedures and outcomes of students choice of assessment methods&lt;br&gt;Netcoh, 2017, Balancing freedom and limitations- A case study of choice provision in a personalized learning class | Web Quest DUE – uploaded to Blackboard/Assignments&lt;br&gt;Work session – trips and planning for partner museum, memorial, or historic site presentation |
| Day 9: March 23 | <strong>Rubrics, Grading, and Feedback</strong> | Brookhart, What Are Rubrics and Why Are They Important?&lt;br&gt;Wiggins, 2012, Seven Keys to Effective Feedback&lt;br&gt;Schwartz, Developing Students’ Ability to Give and Take Effective Feedback | Turn in one critical incident from field experience on Discussion Board |
| <strong>ELEMENTS OF INSTRUCTION</strong> | <strong>Day 10:</strong> Classroom Management | Palumbo and Sanacore, | Turn in Introductory Narrative |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Activity</th>
<th>Assignment/Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 30</td>
<td>How do I set a tone of good behavior so learning can take place?</td>
<td>Classroom Management</td>
<td>of Unit Plan with least 2 complete lesson plans of Unit Plan</td>
</tr>
<tr>
<td></td>
<td>Politics of Education – Relationships with Parents and Administrators</td>
<td>Pedota, Strategies for Effective Classroom Management</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Skiba, et al., Teaching the Social Curriculum</td>
<td></td>
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<tr>
<td>Day 11:</td>
<td><strong>Literacy in Social Studies: Teaching with Primary Sources</strong></td>
<td>Reisman, 2012, Reading Like a Historian A Document Based History Curriculum</td>
<td>Individualized Instruction and Assessment Plan Task</td>
</tr>
<tr>
<td>April 6</td>
<td></td>
<td>Intervention in Urban High Schools</td>
<td>DUE – uploaded to Blackboard/Assessments and be prepared to share in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reidell, 2018, Immigration Stories Primary Documents Help Students Explore</td>
<td></td>
</tr>
<tr>
<td>Day 12:</td>
<td><strong>Literacy in Social Studies: Reading and Writing in Social Studies</strong></td>
<td>Beyer, Using Writing to Learn in History</td>
<td>Turn in the Assessment Plan of Unit Plan</td>
</tr>
<tr>
<td>April 13</td>
<td></td>
<td>Risinger, Improving Writing Skills Through Social Studies</td>
<td></td>
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<td></td>
<td></td>
<td>Kohn, How to create nonreaders</td>
<td></td>
</tr>
<tr>
<td>Day 13:</td>
<td><strong>Teaching Controversial and Sensitive Topics</strong></td>
<td>Barton, K., &amp; McCully, A. (2007). Teaching controversial issues ... where</td>
<td>Critical Incident Analysis</td>
</tr>
<tr>
<td>April 20</td>
<td></td>
<td>controversial issues</td>
<td>Assessment – uploaded to Blackboard/Assessments and uploaded to Goreact</td>
</tr>
</tbody>
</table>
| Day 14: April 27 | Discourse, Deliberation and Debate | Barss, 2016, Setting Stage for Civil Discourse  
Dabach, et al., 2018, Rethinking Immigration As A Controversy  
McCorkle, et al., 2018, Confronting False Narratives In The Debate Over Immigration  
Seitz, et al., 2018, Voter ID Laws: Teaching Deliberation | Mandatory Clinical Debrief 4:30-5:00, Merten 1202 |
| Day 15: May 4 | **21st Century Challenges** | Hodgins & Kahne, 2018, Misinformation: What Teachers Can Do  
OneSperry, 2018 Fake News & Media Literacy  
Roberts-Mahoney, et al., 2017_Netflixing human capital development, personalized learning technology and the corporatization of K-12 education | Unit Plans Due – uploaded to Blackboard/Assessments |
Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/